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Guidelines for Parents on Homeschooling Deaf Children

Master's Project

Submitted to the Faculty

of the Master of Science Program in Secondary Education

of Students who are Deaf or Hard of Hearing

National Technical Institute for the Deaf
ROCHESTER INSTITUTE OF TECHNOLOGY

By

Kalpana Varia

In Partial Fulfillment of the Requirements
For the Degree of Master of Science

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Approved: _____
Dr. Robert Menchel, Project Advisor

Dr. Gerald Bateman, Program Director

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Abstract

Many families have turned their family room into classrooms. In 1993, homeschooling became legal in all 50 states, when the number of students staying at home for schooling tripled. This trend continues today because parents want to retain more control over the education and socialization of their children. Homeschooling refers to education of school-age children with their parents' guiding, directing, and monitoring them. It replaces full-time attendance at a traditional school. Parents express various reasons for educating their children at home; individualization, family time, strong academic, moral, and religious foundations. The problem with homeschooling, for parents of deaf children, is the lack of informational pamphlets to provide information and guide parents to educate their deaf children successfully. How can parents learn to guide their deaf children in their home without instructions on homeschooling? Where can they find resources or materials they can use in homeschooling? Parents might have other interrogations on homeschooling. Creating a pamphlet with guidelines for parents on homeschooling their deaf children is suggested as a possible solution. These will help prepare parents in educating their deaf children in their home. Parents need to be aware of all aspects of children's life illustrating social, academics, and other issues.

Introduction/Statement of Problem

Purpose

The reason for developing a pamphlet that provides guidelines for parents on homeschooling deaf children is presented. Presently, there are no instructions to present parents with information on how to teach, facilitate, and monitor their deaf children at home. The purpose of creating an educational product, like a pamphlet, is to provide parents with instructions, which will make their deaf children's homeschooling experience successful, rewarding, and will meet the state academic requirements.

Importance of the Problem

Producing a pamphlet is very critical, as it will adapt parents in the teaching environment of educating their deaf children in their home. Parents need to be provided with instructions that will enable them to assist their deaf children to meet their state's academic requirements. Instructions would incorporate crucial information on academics, social contacts, communication needs, parent support group, deaf culture, and other aspects of life. It is obvious that such a pamphlet will give parents answers and information regarding the most effective strategies to develop a constructive environment for their deaf children.

Goals

The main goal is to formulate a pamphlet of guidelines for parents on homeschooling their deaf children. The goal of this pamphlet is to assist and prepare parents in educating their deaf children, and to present issues of which parents need to be aware. For example, parents can learn about college requirements, parental support groups, and other information while homeschooling their deaf children. How can parents

learn how to educate their deaf children if they do not have any instructions, resources, or materials that they can use in their home? How can parents help their deaf children to get prepared for postsecondary education or work? What kinds of academic courses are required by their state for their deaf children in order to graduate? Parents of deaf children perhaps have many questions about homeschooling. It is crucial to create a pamphlet that offers parents basic guidelines about homeschooling.

Literature Review

Introduction

Last summer, I discovered an article related to homeschooling called "When Home is the Classroom" by Jeannie Ralston (2000). I was very fascinated with the stories of three families, in which the parents explain why they made the decision to educate their children at home, and how they met the daily challenges of homeschooling. I wondered if there were any families who educate their deaf children or children with other disabilities at home. That is the reason why I selected this topic for my literature review.

I initiated my search for research on homeschooling for deaf children. However, my topic was too narrow and I had to broaden it to the general topic of homeschooling for the public. I found some research relevant to this topic but not many primary sources. The literature review is organized into five themes: trends and definitions in homeschooling, benefits of homeschooling, parents' reasons for selecting homeschooling, characteristics of parents who select homeschooling, and perspectives of pediatricians on homeschooling. This paper will conclude with recommendations for future research on this topic and a discussion of the implications on homeschooling in deaf education.

Results

Trends and Definitions in Homeschooling

Many families have turned their family room into classrooms. Homeschooling became legal in all 50 states by 1993, and the number of students staying home for school has tripled since then. Today, more than 1.7 million children are involved in

homeschooling, and the number is still growing, with more and more parents educating their children at home (Ralston, 2000). Home education refers to education of school-age children with their parents' directing, monitoring, and guiding them (Lines, 1999). This is not only limited to parents, as other family members may also provide instruction. The term "home education" is interchangeable with home schooling or home-based education. They use these words as "school-like" in terms of setting and approach. It replaces full-time attendance at a traditional school (Lines, 1999). Home education gives a wider view of learning and incorporates a broad variety of techniques and goals.

Benefits of Homeschooling

Home-based education has been described as providing an opportunity for parents to modify their children's instructional program to meet their specific learning needs and abilities, and to work at their own pace (Ralston, 2000). This permits children to work to their ability and increases the potential for educational success and personal satisfaction through the learning experience (Wagenaar, 1997). Their learning becomes more meaningful and enjoyable, and their minds are better challenged (Wagenaar, 1997). There are several positive aspects of homeschooling. For example, a large number of the state of Washington's homeschooled students are performing very well academically (Wartes, 1988). Homeschooled children have been shown to be more independent and more mature than children who attend traditional schools (Groover and Endsley, 1988). Parents who educate their children at home have learned which educational strategy is most successful for their children and are able to determine which approach is unsuccessful for their children (Ralston, 2000; Duvall and Ward, 1997).

Parents' Reasons for Selecting Homeschooling

Why should parents choose to educate their children at home when there are perfectly good public schools? Parents have numerous reasons for homeschooling their children. First, parents educate have chosen to their children at home as a result of their own educational experiences as children (Knowles, 1991). For instance, perhaps the parent had a disrupted family environment during their childhood, which negatively affected their education. Maybe a parent had a bad educational experience and they do not want their child to have a similar experience. On the other hand, a parent might have had a learning problem, which could be associated with unpleasant school memories. Second, some parents feel that public schools established low academic standards, and that they are capable of providing their children with more personal attention and offer them hands-on and minds-on experiences to meet their individual needs (Duvall and Ward, 1997). Third, some parents have conflicts with public school practices, beliefs/religion reasons, and environments. They strongly believe that their home is a better environment than school for their child's learning, and feel that they can better emphasize values and goals at home (Knowles, 1991). Safety or bullying at school is a fourth reason why some parents choose to homeschool their children (Knowles, 1991). According to Ralston (2000), some parents have educated their children at home due to the tragedy at Columbine school and other incidents at other schools -- they want to ensure the safety of their children. Fifth, Ralston (2000) mentioned that numerous parents want to exercise more control over their kids' education and socialization, and feel that they can do this better at home. Last of all, some students had unhappy

experiences in a traditional educational setting and want to be homeschooled (Green, 1984).

Characteristics of Parents Who Select Homeschooling

Researchers (Groover and Endsley, 1988) analyzed similarities and differences between parents who home-school their children and those who do not. The survey covered 70 parents of homeschooled children and 20 parents who did not homeschool their children. These two groups of parents were analyzed in terms of values and beliefs regarding academics and socialization. The focus of the research was on parents' educational expectations, concerns/interests in education, educational stimulation at home/school, and traditionalism in parent attitudes toward education, expectations for maturity and independence, and control over television viewing. In addition, permissiveness, authoritarianism, restrictiveness, parents' activities, child's peer relations, child's involvement with relatives, and family involvement with church were studied relevant to parental beliefs/values in education.

The research found that parents who decided on homeschooling harbored traditional attitudes about educational goals and practices, and believed that they could do a better job of teaching their own children. These parents have become more involved with their child's education at home and correspondingly less involved with the public schools. In addition, parents who homeschool tend to place more limits on their children's exposure to television. Some parents believed that home study allows the appropriate teaching of values, beliefs, and spiritual philosophies along with the academics. They also felt that home study incorporated the integration of daily life skills and academic content. While not significant to this paper, it is assumed that parents who

did not homeschool their children had similar values. However, for personal or other reasons decided not to homeschool their children. A more detailed, but separate study could focus on this group.

Other researches such as Mayberry (1988) mentioned that home school parents have the tendency to be more educated, financially secure, and are more likely to live in rural areas with smaller populations. A higher percentage are either self-employed or employed by smaller organizations. Parents of home-schooled children tend to be more religiously committed and more likely to attend churches on a daily basis than parents whose children attend traditional schools. Home school parents tend to have little confidence in public schools, and desire less federal and state government control of public schools. They advocate the return of schools to either local or parental control (Mayberry, 1988). Furthermore, Wartes (1988) mentioned that the typical family who selects homeschooling is a two-parent family earning more than \$25,000 per year. Mostly, the mother is the main educator (98%) and the parents are somewhat above average in their level of education (26% hold a Bachelor's Degree and only 5% have less than a high school diploma). Finally, Wagenaar's (1997) research indicated that some parents of homeschooled children have a graduate/professional degree. About 60% of the families have two or three children. Around 62% of the parents attend home school support group meetings/activities at least twice a month (Wartes, 1988).

Perspectives of Pediatricians

On the other hand, about 1,122 pediatricians from Maryland and Wisconsin responded to a survey administered by Klugewicz and Carraccio (1999). They were asked to respond to questions related to homeschooling, self-assessed information,

opinions regarding the academic/social development of these children, and issues regarding preventive health care.

The majority of the pediatricians did not support home schooling. The pediatricians' main concern was the health of homeschool children because traditional schools are responsible for providing vision and hearing screening exams. Traditional schools are also responsible to ensure that immunization series are completed. The pediatricians felt that children who are homeschooled may not be receiving services that traditional schools have provided or monitored. The respondents varied in their estimate of how successful these homeschooled children would do on standardized tests (12% predicted a below average performance, 58% an average performance, and 30% an above average performance). Their impression of homeschooled children's social life was more negative. Fifty-one percent of pediatricians believed that homeschooled children are less mature and less sophisticated than their peers, 40% responded that they were equal to peers in these areas, and only 9% felt that homeschooled children were more mature and sophisticated. These results were affected by the respondents' overall opinion of homeschooling.

Overall, Klugewicz and Carraccio suggested that pediatricians should gain more knowledge of issues reflecting on the growth of homeschooling movement as well as the increasing population of home-schooled children. This study concluded by noting that pediatricians needed to support these children and ensure that the homeschooled children obtain the same preventive medical services that other traditionally schooled children regularly receive (1999).

Recommendations

The literature review for this paper indicates that many families have decided to follow the path of providing homeschooling to their children. The number of children who are homeschooled has been shown to be increasing in the nation. Although, there seems to be a great deal of information on homeschooling per se; there is little or no research on the results and outcomes of homeschooling. Therefore, there is a need for more research on homeschooling especially on outcomes. There are insufficient studies on how successful homeschooling has been for hearing children and no studies on homeschooled deaf children. Studies should focus on the benefits, the pros, cons, and many other questions that parents of hearing students and deaf students might have about homeschooling. In addition, there should be more studies on pediatricians', educators', school administrators', and school personnel's perspectives on homeschooled hearing children. Finally, there should be executive research focused on homeschooling children with learning problems or other secondary challenges besides hearing loss.

Parents of deaf children need to be able to have access to more research geared specially to their needs, and information regarding the pros and cons of homeschooling deaf children. Questions might include; what are parents' reasons for educating their deaf children at home? What about their social life (i.e., will they be isolated or participate in extracurricular activities) and their personal growth and self-esteem? How do homeschooled deaf children compare academically with deaf children at traditional schools both residential and mainstreamed in terms of their language development, SAT scores, and other issues? Why is homeschooling beneficial for deaf children? What financial aspects must be considered if they decide to homeschool their deaf children?

What should parents be aware of in terms of learning disabilities, reading problems, or other problems? Should parents follow a standardized curriculum or their own curriculum? Are there any available resources for educating deaf children at home? While secondary sources are quite helpful, there is a demand for more research to address this issue with other crucial questions.

Implications of Homeschooling for Deaf Students

The literature reviewed for this paper suggests that some implication for educating hearing children at home could be utilized with deaf children. According to the first theme of this literature review, the trends of homeschooling and parents' of deaf children definitions on homeschooling are similar to the definitions that parents of hearing children share. The differing characteristic in each group is their mode of communication at home. For instance, deaf children might use sign language (a manual method), an oral method, cued speech, or other communication modalities. In the future, the rate of deaf homeschooling children may increase due to several reasons, which are explained below many of these issues are similar to issues related to of parents of hearing children.

Based on the benefits of homeschooling for hearing children, it can be assumed the benefits of homeschooling for deaf children will be similar. Home-based education has been described as offering an opportunity for parents to adjust their children's instructional program to meet their specific learning needs and abilities, and to work at their own pace (Ralston, 2000). Similar to hearing children, some deaf students might have learning disabilities, or other secondary challenges that need special attention while instructing. Parents who homeschool their deaf children may believe that it will allow

children to work to their level of skill, and to increase the potential for academic success and personal satisfaction through the learning experience at home. Deaf homeschooled children may develop more independence and maturity than deaf children who attend traditional schools may. Parents of deaf children may come to know which instructional approaches are, or are not, successful for their children. Additionally, using the appropriate mode of communication is important to deaf children in order for them to succeed in learning.

The second theme is parents who have deaf children and their rationales for selecting homeschooling. One reason is that deaf children might have communication problems with their teachers or with paraprofessionals at school. Parents might not be appeased with the education system or might feel that public schools or residential schools have low academic standards. Parents of both deaf and hearing children might have had educational problems as children. Numerous reasons are presented below as to why parents may want to homeschool their deaf children. First, the parents of deaf children are capable of providing their children with more personal attention and offer them activities (both minds-on and hands-on) to meet their individual needs as well as academic requirements of their state.

Second, parents might have conflicts with public school practices, beliefs, and environments. This may be one of the reasons why parents homeschool their deaf children. Maybe they have conflicts with the teacher of the deaf, speech therapist, or other professionals. For instance, the teacher of the deaf may believe in teaching deaf students by the oral method. Parents may object to that because their deaf child prefers to use simultaneous communication. There are other many reasons why parents do not

agree with public schools, or schools for the deaf philosophies. This may be why parents believe that home is a better environment than school for their children's learning. They also feel that they can better stress values and goals at home.

Third, safety or bullying at school may be another parents' rationale for homeschooling their deaf children. For instance, after the tragedy at Columbine school, parents of deaf children may have decided to homeschooled their deaf child. Parents want to ensure the safety of their children. In addition, if their child attends a residential school, parents may be without their child for a week and maybe concerned about their child's safety.

Fourth, parents may want to retain more control over their deaf child's education and socialization is probably one of the reasons for homeschooling their deaf children. They feel that their deaf children can do better at home. Some deaf children might not be very happy because they feel isolated in public school or might have had unhappy experiences in a traditional setting. Parents feel that they can do a better job of teaching values, beliefs, spiritual philosophies, and academics to their own deaf children. Parents will become more involved with their deaf children at home compared to being less involved within the public schools. For example, parents tend to place more limits on their children's television exposure when they are homeschooled.

Fifth, parents know what mode of communication their deaf children are using and use that modality appropriately to their communication needs. However, it is imperative that parents contact school personnel, educators, or other parents who educate their deaf children at home about important educational issues, of which they need to be aware of (i.e., language development, critical period, and other issues). They also should

contact associations of homeschooling deaf children on curriculum development and other helpful resources. It is assumed that highly educated parents will emphasize to their deaf children that obtaining higher education is imperative to their life academically and professionally. On the other hand, parents who did not attend college may also believe that education is critical to their deaf children but for slightly different reasons. Parents want their deaf children to achieve well academically as well as professionally in their future jobs. Therefore, parents who are not well educated can also homeschool their deaf children as well.

Prior to homeschooling any child, deaf or hearing, parents should obtain a lot of information, resources, and materials on educating their children at home. This will lead their children being able to succeed in all aspects of their lives. For example, parents who are knowledgeable in audiology, language development issues, and other educational issues will know how to teach their deaf children better. If one parent is a professor of language development, he/she will know issues related to language problems. This parent, who may decide to homeschool their deaf child, will facilitate their language development by the time that the critical period of language acquisition ends. This parent will know that language abilities are an imperative part of their child's life. This is an example that applies to parents who are professionals in other areas (audiologist, speech pathologist, physician, educator, and so on) that are strongly related to children's life development.

Educational Product

Design Plan

For my MSSE master capstone project, I will develop a curriculum on homeschooling for deaf education. The information from the articles reviewed for this paper provides a good foundation for this work and for my future project. I am looking forward to initiate my capstone project, as it should be interesting to learn how to develop a curriculum on homeschooling for deaf education. It will be a great learning experience for me.

When initiating the project, I maintained contact with my mentor about the progress of my master capstone project. To incorporate guidelines for parents on homeschooling their deaf children, I gathered information from guidelines for parents on homeschooling their hearing children because the guidelines can be used for parents educating their deaf children. However, parents will have to think about the special needs that might be different from hearing children.

Creating a pamphlet with guidelines will assist to accommodate and prepare parents on how to homeschool their deaf children. This pamphlet will incorporate an introduction of the definition of homeschooling, homeschooling trends, and guidelines in academics, communication needs, and social life. It will consolidate parents on parent support group on homeschooling, deaf culture, resources/materials, college preparation, legal requirements, curriculum, and references.

Evaluation Plan

The plan is to present this curriculum develop to people who are interested in homeschooling deaf children. To obtain feedback, presenting an evaluation form to them

is crucial, as their comments will help to enhance this pamphlet to become successful.

Overall Assessment of Education Product

Overall, I learned greatly by researching on how many inquiry parents might have asked about homeschooling. Homeschooling has many different kinds of successful approaches. These approaches really depend on family's philosophy/goals and also depend on deaf children's learning styles, interests, intelligence, and other educational aspects. Parents of deaf children can use a variety of resources or materials in their classroom. Additionally, the guideline can be included on information of preparation for college, legal matters, and other issues (communication, social, etc.). This curriculum development has been a success.

Dissemination Plan

The pamphlet of guidelines on homeschooling deaf children can be distributed to associations such as Alexander Graham Bell Association, Department of Education in each state, and NAD (National Association for the Deaf) etc. Presenting a workshop on this issue will be helpful to parents of deaf children, non-family, administrators, etc. as it will give them knowledge of how to educate deaf children at home.

Conclusion

In conclusion, the review of the literature has shown there is nothing about homeschooling for deaf children. However, it is assumed that issues that caused parents of hearing children to make the decision to homeschool their children are no different from issues facing parents of deaf children.

Parents of both students share the same concerns, hopes, fears, and desires for their children. Both sets of parents need information to guide them. While there seems to be considerable information on homeschooling per se, there is little or no research on the benefits of homeschooling. What little there is is limited and sometimes generalized

in its scope.

The basic problem really is the lack of information, support, encouragement, and resources where a parent, who is considering homeschooling for their deaf children, can use. There is a large information gap between parents of hearing children and parents of deaf children. This gap exists, partly because parents of deaf children are just starting to consider homeschooling for their children. The gap also exists because the so-called “experts” in deaf education have not encouraged homeschooling for deaf children.

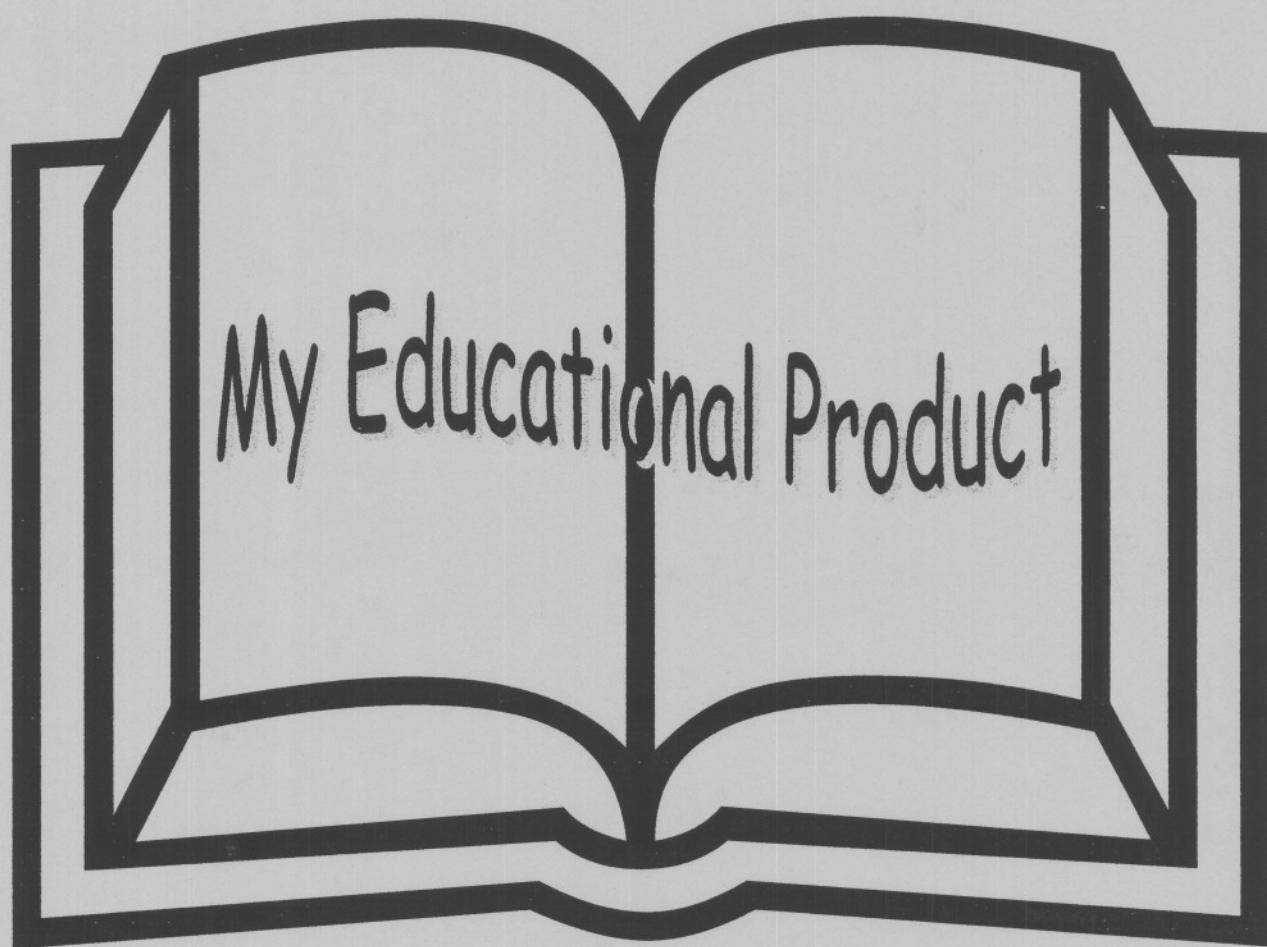
To close this gap and to provide information to parents of deaf children, there should be further research on homeschooling deaf children because there are no results or research on how deaf children perform in homeschooling. It is crucial that researchers and educators to investigate on the results and outcomes of homeschooled deaf children therefore, follow up studies should be done. Other states should develop guidelines, material, and information for parents similar to my educational product, which will accommodate them to educate their deaf children in their home. Website should also be created for parents of deaf children who want to provide homeschooling.

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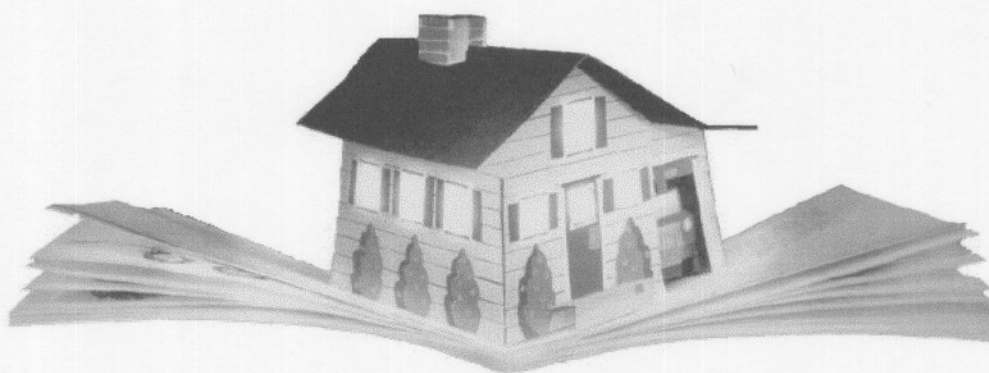
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***"Guidelines for Parents on Homeschooling
Deaf Children"***



By Kalpana A. Varia

Dear Parents,

During the past year, I have searched for information on homeschooling and there were no research on how deaf children performs academically or socially when homeschooled rather than enrolled in a conventional school. Furthermore, there were no guidelines focused especially on deaf children that parents can utilize when homeschooling their deaf children. I have noticed that many parents of deaf children have similar questions and concerns affecting homeschooling families. The answers to parents' questions about educating their deaf children are somewhat similar to the answers to parents', of hearing children. However, some answers might be different due to their deaf children's specific learning needs. I felt that there is a demand to develop guidelines for parents to use when educating their deaf children in their home. I hope these guidelines will assist you in determining whether homeschooling is suitable for your deaf children and your family. I hope your homeschooling experience will grow in a positive outstanding way.

Sincerely,

Kalpana A. Varia
Kalpana A. Varia

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HOMESCHOOLING

DEFINITIONS of HOMESCHOOLING

What does the word 'Homeschooling' means to me?

- 📖 The term "homeschooling" is the same as "home education" or "home-based education". Homeschooling replaces full-time attendance at a traditional school.
- 📖 It is far more about 'home' than 'school.' They use these words as "school-like" in terms of setting and approach.
- 📖 Parents take on the responsibility as the supervising teacher by educating their deaf children within and outside their home. They also directing, monitoring, and guiding them. This is not only limited to parents, as other family members and non-family may also provide instruction.
- 📖 Homeschooling is in the form of tutorial sessions where parents tailor lessons and use creative teaching method to meet the specific needs and learning styles of their deaf children.
- 📖 Homeschooling meets state educational requirements.
- 📖 Homeschooling is considered an alternative education.

TRENDS in HOMESCHOOLING

What are the trends in homeschooling?

- 📖 Many families have turned their homes into classrooms.
- 📖 Homeschooling became legal in all 50 states in 1993, and the number of students staying home for school has tripled since then.
- 📖 Today, more than 1.7 million children are involved in homeschooling, and the number is still growing, with more parents educating their children at home.

PARENTS' RATIONALES FOR HOMESCHOOLING

Why would I, as a parent, want to teach my deaf children at home?

Many reasons given by parents who have elected to provide their children with an education at home can be applied to both hearing and deaf children.

- 📖 You have autonomy in how schools are run.

- 📖 Children who are educated at home are capable of higher achievements.
- 📖 Children are curious and want to learn naturally.
- 📖 Flexibility permits easy scheduling of family trips/events.
- 📖 Individualization- exercise more control over education and socialization - one-to-one teaching preferred.
- 📖 Quality time together- develop communication skills.
- 📖 Unsatisfied with public education system (low academic standards or unable to provide them with more personal attention) as well as educational philosophy.
- 📖 Prefer to learn at their own pace.
- 📖 Personalized instructional setting instead of traditional school setting.
- 📖 A strong academic, moral, and religious foundation.
- 📖 Previous childhood background can influence education.
- 📖 Insufficient hands-on and minds-on experiences to meet individual needs.
- 📖 Conflicts with public school practices, beliefs/religions, and environments. To prevent them from having problems that might threaten their educational opportunity to achieve.
- 📖 Traditional child-parent relationship believes in regaining their family culture and closeness.
- 📖 Nearly all traditional classrooms are highly competitive.
- 📖 Enhances social development
- 📖 Better emphasize values and goals.
- 📖 Safety or bullying at school is one of their concerns.

BENEFITS OF HOMESCHOOLING

How will my deaf children benefit from homeschooling?

- 📖 Educate your deaf children according to your own convictions and beliefs.
- 📖 Modification in an instructional program is crucial to meet specific learning needs/abilities.
- 📖 One-to-one teaching provides more personal attention - individualized education.
- 📖 Work at a pace at which the child is most comfortable and learning will become easier and more meaningful.

- 📖 Increases potentially in educational success/personal satisfaction through learning.
- 📖 Increased cognitive development.
- 📖 More hands-on and minds-on experiences.
- 📖 Improve language and social development.
- 📖 As they explore their interests, their learning will also become more meaningful and enjoyable.
- 📖 Parents create a schedule that incorporates lessons beyond the normal academic program. For example, music, piano, or other lesson for those who exemplify in the area of music. These would be unlike traditional school schedule where it would be impossible for deaf children to pursue musical interests.
- 📖 Parents want to give their kids the chance to follow their interests rather than a textbook or a fixed curriculum.

NO EXPERIENCE IN HOMESCHOOLING

What if I did not have any experience in teaching or homeschooling before?

- 📖 You are your deaf child's first teacher! Parents are the primary educators of their children.
 - You were there since your deaf child's birth and you taught him/her on basic tasks from noticing common objects to complexity of using spoken and written language (scaffolding input). It is same as homeschooling. You already know how to homeschool. Therefore, you knew what your child needed and how he/she should progress before your child was six years old.
- 📖 You know best what your deaf children need to know to survive which will lead them to satisfying, happy lives.
- 📖 Contact homeschooling association
 - to receive teaching strategies
 - to receive crucial information on curriculum, resources, and materials
 - to receive information about events for deaf children to interact with deaf peers
- 📖 Contact teachers at traditional school
 - to obtain critical information on teaching methods

- to receive crucial information on curriculum, resources, and materials
- 📖 Purchase practical books on teaching at home or homeschooling guidelines
- 📖 Participate parental support group
 - to inquire them about homeschooling
 - to get information about homeschooled children's issues on homeschooling
- 📖 Check in Internet related to parents' guidelines on homeschooling
- 📖 You will quickly know what does or does not work for your deaf children. Just trust your instincts.
- 📖 If you feel they are not ready to continue and the idea or skill is important to you, then present the idea or skill again in a different way. Or you might feel that it is not appropriate yet and present different idea/skill.
- 📖 If you cannot teach some topics, you can hire tutors to teach your children (for instance, music, etc.).

What should I do first before I begin homeschooling my deaf children?

- 📖 Decide if you or your spouse has the time and motivation to be fully involved in your child homeschooling.
- 📖 Explore deeply why you should consider homeschooling your deaf child.
- 📖 Obtain information on how to initiate homeschooling from all sources.
- 📖 Determine what your child's learning style is.
- 📖 Discuss with your deaf child about his/her feelings or experience about school. Be sure to have him/her write down pros and cons on a sheet of paper. Same thing goes for yourself and your spouse (without input from you) on separate sheets that have to consider pros and cons of school including your lifestyle. Compare and discuss your separate lists few times. These will help you all to decide if your child should transit his/her education into their home from a traditional school. Ask yourself many questions before you make the final decision for your child's best interest.
- 📖 Be sure to understand the difference between the at-home system and the school system.

- 📖 If you decide to homeschool your deaf child, think about the responsibility of implementing the necessary changes.
- 📖 If you decide not to homeschool your deaf child, you will need to continue to find the best educational solution for you and your child.

What if I decided not to homeschool my deaf children?

- 📖 That is okay! It is your choice!
- 📖 If you are not comfortable teaching your own children, you can always become more involved with what goes on at your deaf children's school and with their overall education. Parental involvement is crucial to your child's educational achievement.
- 📖 For those of you who decided not to homeschooling, you can purchase educational resources to supplement your deaf children's education in your home.
- 📖 Consider educational opportunities outside of the classroom (i.e., museum visits).

PRICE ON HOMESCHOOLING

How much does homeschooling cost?

- \$ It can cost between \$0 to \$2,500 per year.
- \$ Starting at the lowest price, your family can create your whole curriculum with materials available at the local library, on Internet, etc. depending on your educational philosophy.
- \$ If you decide to purchase a boxed or packaged curriculum, you can search places for the lowest prices. Or you can spend as much as \$2,500 per year on boxed curriculum. This cost would incorporate advisory teaching service, networking, field trips, resource libraries, and many more resources and extracurricular services.
- \$ Resourceful families can buy materials at bookstores, garage sales, curriculum fairs, homeschool conferences, etc.

FAMILY INCOMES

We live on two incomes currently. How could we ever survive on one income?

- \$ Be creative!

- \$ Try to figure out what is economical and what is not economical. For instance, you can save money by having more at-home meals, which is quite economical.
- \$ Consider part-time employment.
- \$ Many people who are dependent on a single income become small-time entrepreneurs. These businesses often grow into the family's main part of income.
- \$ There are many possible ways that you can earn money. For instance, your child might want to work for a job to earn money to contribute the family after school.

HOMESCHOOLING PROCESS

Now, I decided to educate my deaf child in my home, what is the homeschooling process?

- 📖 Get to know your child before jumping into the academic routine.
- 📖 Think about your life, time values, and your child's values.
- 📖 Avoid starting the first week with homeschooling. Attend a museum or other educational places.
- 📖 These out of classroom experiences will rekindle curiosity in your child that will spark the motivation in him/her to learn.
- 📖 After getting to know your child, you both have to readjust and rethink your former values and schedules. Then you will interject more of your personalities in your homeschooling efforts.
- 📖 Be sure to know your educational philosophy.
- 📖 Attend a local homeschooling support group for field trips and social and other activities.
- 📖 You should purchase homeschooling guidelines books or check them out at the library as they have excellent suggestions on what to do after decided to homeschool your child.
 "Homeschooling Almanac 2000-2001" by Mary and Michael Leppert is suggested.
- 📖 Libraries are excellent free resources for educational and supplemental materials that will assist you to decide your educational philosophy and to browse through the general information sections (math, American history, English, etc.).

- 📖 Normally, school time is between 3 to 4 hours a day or it depends on your preferences and your child's, too. It also depends on your child's attention span.
- 📖 Combine academics and real-life knowledge. Homeschooling families believe a self-taught child should know how and when to use the dictionary, map, phone book, bank deposit, and other references on his/her own as these will raise their knowledge and self-teaching. Remember that kids look up to adult role models on performing adult tasks.
- 📖 You can either use the packaged or boxed curriculum or use your customized approach. Also, you can plan and organize the way you want it to be. It depends on your family's educational philosophy and your child's learning style/personalities and interests.
- 📖 Relax, be flexible and open to change. Keep in faith that your child will achieve. Create your own system not buying into anyone's system.

ACADEMICS

What kind of academics do I teach my deaf children?

- 📖 In some states, you are required to teach a basic or standardized curriculum. It consists of reading, writing (creative), math, English, American history, the history of your state, civics, geography, thinking skills, and health. Some other states are not required to teach this curriculum, but it is suggested. It is good idea to include home skills (daily living skills), Art, Music, and other selective courses.
- 📖 State laws require about 180 days of school each year for public schools. It is the same case for homeschooling however, if the child learns quickly before the end of the school year, be sure to provide supplementary experiences until the rest of the time. It is worthwhile in their learning more.
- 📖 You and your child are free to add whatever you wish to study. Homeschoolers have the opportunity to study a topic that they are interested in. It is unlike what they could do this in a conventional school setting.
- 📖 Be sure to contact school personnel about important educational issues (such as language development, critical period, etc.) as they are crucial for your deaf child's educational growth.

- 📖 Be sure to include physical education because, it provides the refreshing shift from brain concentration to body activity. Good circulation and fresh air stimulates the body and lifts the spirits.
- 📖 It is a wonderful opportunity that your family and everyone get involved to discuss the nature of government, civil rights, constitution, politics, etc. Keep pragmatic open.
- 📖 Let your kids know what you think is crucial and what your values are.
- 📖 Education means being able to use all kinds of experiences!
- 📖 Think of homeschooling as an alternative option for your child.

LEARNING STYLES

What type of learner is your child?

- 📖 'Learning styles' is a theory that we all perceive and process information in certain ways.
- 📖 Finding out your child's learning style can be easy when you know what he/she likes or dislikes.
- 📖 Howard Gardner states there is no one measure of intelligence. Children learn in different ways, some are more logical, some more musical. Let the child find his/her own way of learning. There are eight human intelligences:
 - Bodily-Kinesthetic Intelligence
 - Interpersonal Intelligence
 - Intrapersonal Intelligence
 - Linguistic Intelligence
 - Logical-Mathematical Intelligence
 - Musical Intelligence
 - Spatial Intelligence
 - Nature Intelligence
- 📖 To know about these intelligences, you can search on Internet. Here are possible website that you can read about eight human intelligences.
 - 📖 <http://homeschoolzone.com/hsz/leppert1.htm>
 - 📖 <http://homeschoolzone.com/hsz/leppert2.htm>
 - 📖 www.redp.com
 - 📖 <http://www.ed.psu.edu/insys/ESD/Gardner/menu.html>

📖 <http://www.aenc.org/ABOUT/MI-Gardner.html> (Howard Gardner's Description of Multiple Intelligence Theory).

These website are excellent to know more about learning styles as well as Gifted, ADD (Attention Deficit Disorder), ADHD (Attention Deficit Hyperactivity Disorder), and other issues.

- 📖 There are five aspects of learning styles. The mnemonic word for five aspects of learning styles is 'TIMED'. T-talents, I-interests, M-modalities, E-Environment, and D-Dispositions. It depends on your child's learning style that you should follow which will make his learning achievable.
- 📖 Remember that you all have different styles in learning!
- 📖 Remember that you want to rekindle the natural curiosity in your children that makes them motivated, self-directed learners!
- 📖 You have to be willing to work your child's learning style and it is one of the most crucial ways to show respect for your child.

HOMESCHOOLING APPROACHES

What kinds of homeschooling approaches are there?

- 📖 Parental Approach - Parents believe in the traditional idea of the three R's, other academic subjects, the flexibility of the unschooling approach, and the creativity of the eclectic approach. It is completely individualized. They use boxed or packaged curriculum with supplemental of storybooks and workbooks on various topics. They also believe in extracurricular activities.
- 📖 Unschooling Method - Parents do not do what schools do or follow the state curriculum. Just follow the child's lead or interests. For example: read books, playing games, what's going on in the kitchen increase their curiosity, etc. Trust your child! Unschooling parents believe that children who have a love for something will pursue it on their own. In addition, it helps them to move forward academically, socially, and emotionally in a natural way. Sometime, they use the curriculum depending on if the child wants to go through the curriculum.
- 📖 Eclectic Method - Parents create a plan for what the child should learn and master over the year same as the parental approach but is flexible on how to attain this end. They take their educational information from widely varied materials and from unschooling. In addition to teaching academics and rather depending on only books,

they tend to put a twist on the process, making learning much more fun and enjoyable. They are always searching, more aggressive, and inquisitive about materials, books, programs, etc.

- 📖 Delayed Academic Approach - This method is not an 'unschooling' program. It is placing service and work interests before teaching academics. The children study daily from a few minutes to hours, do manual work as much as study, do home and/or community service for a hour or per day. This approach is more of a focus on a child's interests, needs, enhance in curiosity, etc.
- 📖 The Charlotte Mason Approach - This approach includes regular school plus the humanities (music, literature, art, crafts, etc.). It is similar to old-fashioned education.
- 📖 The Trivium Approach - This word means 'three roads' which focuses on a three-subject curriculum of grammar, logic, and rhetoric.
- 📖 The Principle Approach - This approach is when academics are taught from a biblical point of view with the characteristic of a classical education.
- 📖 Unit Study Approach - Involves taking a specific topic and study it for a month. During the topic study, can incorporate different academics to gain insight into that topic. From an 'unschooling' approach, you can allow your child to pick the topic that he/she is interested in and then apply it to this approach.

All these approaches are explained in the "Homeschooling Almanac 2000-2001" book by Mary and Michael Leppert. This book is very useful as it has tremendous and variety of resources for all approaches.

HOMESCHOOLING CURRICULUM DEVELOPMENT

How do I put together my own curriculum?

- 📖 Decide what your educational philosophy and goals are.
- 📖 Decide what is critical to your family and find materials that will assist you to reach your goals in that direction.
- 📖 Attend homeschooling conferences and curriculum fairs. See what is out there. Homeschoolers' parents created many curricula.
- 📖 After you made the decision, then decide when and how you will do it.

How do I get my child out of public school?

- 📖 Be sure to contact each parent-run homeschool organization in your state for details. Talk with them before you do anything.
- 📖 Notify or write a letter to people in the school district stating that you are removing your child from the public school. Explain why.
- 📖 Be sure to keep and submit attendance records, a basic lesson plan you intend to teach, and submit your child's standardized test every other year (or it depends on your state's requirement on testing, attendance, etc.).

LESSON PLAN

What does the lesson plan look like?

After collecting the basic topics of a particular subject over the school year and you decided to use 'parental approach', begin lesson plans by showing what the expectation to achieve at the end of each class. They should prepare deaf child to meet state educational requirements. Remember that schedule is affected by the pattern or style of family needs and activities.

The lesson plan has to be included:

- ✕ Objectives (what you are trying to achieve or what do you expect them to know after teaching).
- ✕ Teaching Strategies (discussion, questioning, demonstrating, problem solving, reading, or other strategies).
- ✕ References to textbooks or other sources.
- ✕ Notes (tests, quiz, etc.)
- ✕ Evaluations
- ✕ Assignments for independent study

Here is the sample lesson plan:

Math

- Topic: Fractions
- Relate fractions to percentage
- Tell how word helps explain meaning
- Have him read explanation on page 200
- Go through sample problems on board

- Try samples from page 201
 - Assignment: all of exercises 18-2 page 202, 203.
 - Have him check with key
 - Remind him of test on Wednesday
- 📖 Try to make your teaching more fun and filled with hands-on and minds-on activities. Also, incorporate many strategies (collaborative/cooperative, inductive/inquiry, and other strategies).
 - 📖 For other approaches, it depends on what your and your child's educational beliefs are and it may affect you not to use the lesson plans.

What if I cannot teach my deaf children subjects that incorporate expensive equipment or materials or trips?

- 📖 Speak to educators at traditional school
- 📖 Ask if chemistry teacher can accept your deaf children for chemistry lab. Be sure to request necessary support services.
- 📖 Have your deaf children join school on educational field trips (museums, science fair, work place, etc.).
- 📖 More communities (public schools) are opening the doors for homeschoolers to use school libraries or computer rooms. In addition, they allow homeschoolers to sign up for a few courses or participate in extracurricular activities. Some states allow them to register courses like advanced biology.

DEAF CHILD'S EVALUATION

How do I know if my deaf child is actual acquiring skill or knowledge?

- 📖 Obtain immediate opinions from educational researchers or educators.
- 📖 Accommodate informal tests.
- 📖 Provide diagnostic tests.
- 📖 Administer standardized tests.
- 📖 Create a portfolio.
- 📖 Give him/her self-evaluation or 'ticket to leave' to see if he/she is learning. 'Ticket to leave' is when a child have to record two or three things they have learned from the lesson you have taught.

This will help you to gain an understanding of what your child know or learn during homeschooling. It looks like this:

<p style="text-align: center;"><u>TICKET TO LEAVE</u></p> <p>Class:</p>

SOCIAL LIFE

What can my deaf children do to enhance their social life?

- ♫ Participate extra-curricular activities
 - Deaf Community (events, games, etc.)
 - Sports (football, basketball, tennis, volleyball, etc.)
 - Clubs (Chess, Yearbook, Deaf, Math, etc.)
 - Girls/Boys Scout
 - Lessons (swimming, piano, drum, dance, drama, ballet, etc.)
 - Interact with friends after school and on weekends will develop their personal growth and self-esteem
 - Cheerleaders
 - In the community (volunteering, work, etc.)
 - Educational field trips

NOTE: See Appendix H for a list of some organizations, local clubs, and resources of and for the deaf.

- 📖 Socialize with adults at home
 - Parental Involvement is encouraged.
 - Help parents out with house tasks.
 - Improve communication skill as well as self-esteem (maturity and independence).
 - Apply real-world education into their home when doing house tasks (math calculation can be utilized in measuring ingredients while cooking, etc.) or outside of home (such as field trips, grocery shopping, etc.).
 - Volunteer work outside of home.
 - Work in a community service or work for a job.

- During homeschooling, your child can spend about 1 ½ hours socializing (two 15-minute recesses and one hour at lunch) or depends on your educational philosophy.
- Sometimes, they have a lot of socialization (weekly park days, skate days, field trips, and many more).

Social life is crucial, as it is a positive experience, initiative social maturity, increase motivation, achievement, and will learn to set realistic goals. In addition, he/she will have positive self-image and self-esteem.

COMMUNICATION MODES

What kind of communication mode do I have to use to communicate my deaf children?

- 📖 First, you must think about what communication modality your deaf children are using. Communication modalities can be oral, manual such as PSE, SEE I or II, American Sign Language, Cued Speech, and other modes. If your child is using a cochlear implant, you are more likely to use verbal communication, which will enable your child to enhance his/her speech ability.
- 📖 For more information about communication modalities, here are some website that you can investigate each modality.
 - 📖 <http://www.lifeprint.com/asl101/pages-layout/pidgin.htm>
 - 📖 <http://www.jsu.edu/depart/dss/pec/PowerPoint/Deaf&HardofHearingPresentation-LongVersion/tsld032.htm>
 - 📖 <http://www.listen-up.org/sign2.htm>
 - 📖 You can type any communication mode in the field box of any search engine (yahoo, alta vista, etc.) to get more information about each communication mode.

SIGN LANGUAGE

What if I do not know any sign language for me to communicate with my deaf children?

- 📖 Attend sign class at your local community college or under adult education program.
- 📖 Check Internet for sign language class
- 📖 Meet a deaf person from homeschooling association or parental

- support group that can teach you sign language.
- 📖 Check Internet where they can teach you sign language.
- 📖 Contact local interpreting service - an interpreter can teach sign language.

COCHLEAR IMPLANT

Where can I get information on cochlear implant?

- 🔍 You can search Internet on cochlear implants.
- 🔍 You can look www.rit.edu/~cccncnca/cochlear_implants. NTID Rehabilitative Audiologist, Dr. Catherine Clark developed this website. You can contact her if you have any questions about cochlear implant. Her contact information is in the website.

COMMUNICATION TIPS


What to keep in mind when you are communicating with your deaf child?

- 🔊 Be sure that your child is facing at you before proceeding with classroom activity/instruction. If he/she is not looking at you, gently tap his/her shoulder. Maintaining eye contact is crucial.
- 🔊 Be sure your face and lips are visible and you are in a well-lighted area. Do not chew something or covering your mouth with your hands.
- 🔊 Speak naturally. Do not exaggerate your mouth movements, talk slowly, or shout.
- 🔊 Use gestures and facial expressions.
- 🔊 Use creative visual aids and written announcements for assignments, changes in schedule, important dates, instructions, etc. Vision is the main source of receiving information.
- 🔊 Allow equal opportunity for him/her to follow the flow of conversation and to participate in classroom discussion.
- 🔊 Do not talk while writing on the board as your child will not see your face when communicating.
- 🔊 Do not turn off ALL the lights when doing special activities. Check the lighting and make sure it is bright enough for visual communication.

- ☞ Ask your child where he/she would like to sit for optimal communication and visual field (i.e., do not sit or stand near the window or other lighting which will distract deaf students).
- ☞ To get his/her attention, pound feet on floor, flash the light, tap softly on his/her shoulder, or wave hand in front of him/her.
- ☞ One person talks at a time!
- ☞ If you know some signs and fingerspelling, use them.
- ☞ Be patient.
- ☞ Be yourself!

EQUIPMENT FOR DEAF

What kinds of equipment will be helpful for my child to use at home due to his/her deafness?

- ☞ Can purchase communication devices. For example, TDD (Telecommunication Device for the Deaf) or TTY to communicate with friends who has TDD or can use relay service to communicate with friends. Other devices are telephone amplifiers and personal communicators.
- ☞ Some states provide free TTYs and other special equipment for deaf children. Check your state for information on equipment.
- ☞ Can purchase TV with closed captioning (display subtitles on the bottom of the screen) to watch TV shows by reading subtitles. When purchasing a TV for classroom use, be aware that TV's with screens less than or equal to 13" do not have built-in decoders for captioning.
- ☞ Can purchase emergency warning devices (fire alarms, smoke alarms, burglar alarms, and gas alarms).
- ☞ Can purchase visual or vibrating alerting devices for daily use (doorbell, telephone ringing, alarm clocks, and baby crying).
- ☞ Can purchase hearing aids through audiologists for enhancement in hearing sounds.
- ☞ Can purchase bed alarm shaker and light flashing.
Check the website on equipment for your child to use.
 www.harriscomm.com
- ☞ These devices are very helpful for your deaf child to use in your home.

REAL-WORLD EXPERIENCES

I want my deaf children to have real-world experiences. How can I provide real-world education to them?

- 📖 Provide real-world education, which enable them to have supplemental opportunities to watch parents in real-life circumstances.
- 📖 Deaf children can prepare for the real-world by living and moving in that world as they go to the post office, bank, grocery store, and other places. Take them to post office, bank, and other places where they can monitor you while you are doing something.
- 📖 Take child to work.
- 📖 Have them meet deaf people in different career areas.
- 📖 Take their deaf children to places where they can monitor adults' interactions with people and their occupations. Monitoring at their job place as well as their interactions will provide deaf children a strong model for gaining maturity and social skills in a natural way.
- 📖 Parents will provide to teach life skills at home during leisure time or homeschooling. Life skills can be cooking, sewing, gardening, house cleaning, basic home repair, budgeting, bookkeeping, and other skills in their home.
- 📖 Ample time on the computer is critical for deaf children to develop computer literacy. Crucial skill will provide them to succeed well in the future. Budgeting, searching website and other life skills can be done on the computer.
- 📖 Invite a deaf person to explain about his/her real-world experiences as well as life skills he/she has performed.

DEAF CULTURE

What if my deaf children are very curious about Deaf culture, what do I do?

- 📖 Invite a deaf person to discuss about Deaf culture
- 📖 Attend Deaf events
- 📖 Socialize with deaf people in the deaf community and they will teach you about Deaf culture, folklore, communication modalities, values, and their experiences.
- 📖 Get book from the library about deaf people.

NOTE: See Appendix I for obtaining some children books or resources about Deaf Culture.

HIGH SCHOOL DIPLOMA

Will my deaf child earn a high school diploma?

- It depends on your state's laws. Probably yes if you choose to obtain. Be sure to check first before deciding on homeschooling your child.
- Your child can get a GED diploma through your state or you can establish your own high school diploma. Be sure to check in your state whether you can establish your own high school diploma.
- Check with the parent-run organization in your state to find out firsthand your state's requirements and guidelines.

COLLEGE PREPARATION


What do I need to know about college preparations or requirements before applying for college?

- Attend college courses during homeschooling or community college after high school to get some credits transferred when attending a four-year college. Or check into colleges that your child wishes to apply to obtain their specific requirements.
- Be sure to have transcripts although your child is being homeschooled. Two ways for obtaining an academic record of your child's schooling career:
 - ☐ Keep records to yourself and create a transcript format document.
 - ☐ Enroll in an independent study program (ISP) (private or public) that maintains records and produces transcripts for you.

Homeschooling Almanac 2000-2001 has excellent samples of transcript formats.


- Check to see if college entrance exams (SAT, ACT, and/or CEB) is required depending on which universities your child apply to. Be sure to gather information on state-by-state regulations.
- Perform the standard application process. The application incorporates several essays that your child, as an applicant, must complete. He/she should describe personal background and must

commit to him/herself that he/she will achieve and have long-standing, serious attitudes about study and learning in the program. In addition to the application requirement, a written recommendation letter is required from an objective third party about your child's ability.

- ✦ Take advanced or accredited courses (AP English, Advanced Biology, etc.) at local high school.
- ✦ Attend summer orientation programs to get experience of what college life is like.
- ✦ Contact school counselor or homeschooling association.
- ✦ Purchase a college preparation book at the bookstore.
- ✦ Attend college fair at local school.
- ✦ Inquire about deaf colleges, support service (oral/sign language/cued speech interpreters, notetakers, tutor, etc.), etc. Inquire if they provide interpreters for extra-curricular activities. Do not assume all colleges have support services. It is the Public Law 93-112 Section 504 provides special services to disabled students.
- ✦ Have several alternatives. Do not limit yourself to one college.
- ✦ Remember that homeschooling is no longer an issue; it is an individual ability when applying for college.
- ✦ There are wonderful books about college transition that has been stated in the Almanac of homeschooling.
- ✦ This is a wonderful website on "Preparing for College".
 www.ed.gov/thinkcollege/highschool/college.htm

FINANCIAL ISSUE

What if I cannot support my deaf child to attend college?

- ✦ Do not worry! You can apply for financial aid, grants, scholarships, etc. to get money support for your child's college tuition, housing, meals, supplies, etc. The website below will provide detailed information and links to other sites related and obtaining scholarships. Or you can check with your local library for a book with the same information.
 www.finaid.org
- ✦ You also can apply VR (vocational rehabilitation) as they provide money support for college tuition, housing, supplies, meals, etc.

- You also can apply SSI (Social Security Identification) where they contribute some money per month as long as your child does not work for a job.

If one of my deaf child decided not to go to college, what should I do?

- Ask them to think about what they want to do in life - do not pressure them. Be their guidance.
- Assist them in looking for a specific job they are interested.
- Have them meet deaf people working in jobs where they did not attend college.

Note on Legal Matters

Parents should be aware of the legal rights of their children to have an equal education. Some rulings of the Americans with Disabilities Act (ADA) apply to access and support in education. However, Public Law 94-142 is designed for K-12 for all children with disabilities. Section 504 of the Civil Rights applies to higher education. In K-12, the school is responsible for identifying and providing support services. In higher education, it is the responsibility of the individual to make his/her disability known to the administrators and ask for support services.

Parents should check and understand these laws.

APPENDICES

Resources and information on homeschooling and other issues:

APPENDIX A: Lesson Plans

Lesson Plans are created for parents can use to write down objectives, procedures, etc. for each class.

Lesson Design

Curriculum Standards:

Anticipatory Set:

Objective:

Purpose:

Input:

Sub-Objective

Information

Strategy

Modeling:

Check for Understanding:

Guided Practice:

Closure:

Independent Practice:

APPENDIX B: Graphic Organizers

Using 'Graphic Organizers' help to organize important information in each class.

<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>

<http://www.graphic.org/>

(Wonderful samples of graphic organizers)

Notes:	Graphics:
Summary:	

APPENDIX C: Rubrics

Using Rubrics help to self-evaluate or evaluate your child's work.

<http://www.sdcoe.k12.ca.us/score/actbank/trubrics.htm>

APPENDIX D: Journal

Writing a journal helps to expressing feelings, opinions, etc.

<http://www.sdcoe.k12.ca.us/score/actbank/tjournal.htm>

APPENDIX E: Literature

<http://www.sdcoe.k12.ca.us/score/actbank/tjournal.htm>

APPENDIX: F Websites

 Websites (informative sites on homeschooling and other issues):

Alexander Graham Bell Association. www.agbell.org

American Annals of the Deaf.

www.gallaudet.edu/~PCNMPAAD/ANNALS.html

American Speech-Language-Hearing Association. www.asha.org

Center for Talented Youth (for distance learning programs).

www.jhu.edu/gifted

Deaf-Blind Community Resources - Northwest Outreach Center Home
| Proceedings | News & Events | Training Materials | Mailing List | Site Map
Deaf-Blind Community Resources

<http://www.wou.edu/education/sped/nwoc/nuccioresources.htm>

The Deaf Resource Library - Home Page] [Deaf Resources] [RSI]
[GPS] [Accessible HTML] [AltaVista] The Deaf Resource Library What is
the Deaf Resource Library? The Deaf Resource Library (in ASL: D-R-L or
DEAF-LIBRARY; <http://www.deaflibrary.org/>

Deaf Schools and Colleges - Deaf Schools and Colleges Indexes
College and Career Programs for Deaf Students, information about U.S. and
Canadian colleges with special programs/services for the deaf and
hard-of-hearing. <http://www.hc.cc.tx.us/library/deafsch.htm>

Deaf Services Network Directory - DEAF SERVICES NETWORK
DIRECTORY for Northern California Adult and Child Guidance Center
(ACGC) 950 West Julian Street San Jose, CA 95126 Voice (408) 292-9353
TTY (408) 292-2777 Fax (408) 287-3104 <http://www.uccd.org/dsn.html>

Gallaudet University. www.gallaudet.edu

Harris Communications. www.harriscomm.com

H. Cordes, "Battling for the Heart and Soul of Homeschoolers."
Salon.com (October 2, 2000). Online at
www.salon.com/mwt/feature/2000/10/02/homeschooling_battle/

Home School Legal Defense Association, P.O. Box 3000, Purcellville,
VA 20134; 540-338-5600; fax: 540-338-2733. www.hslda.org

Interpretek News: Sign Language Interpreting Services for the Deaf
Nationwide -American Sign Language Interpreting for the 21st Century
Michael Rizzolo, CEO, Interpretek. <http://www.interpretek.com/Inr1.html>

Journal of Deaf Studies and Deaf Education.
<http://deafed.oupjournals.org>

Laurent Clerc National Deaf Education.
<http://ClercCenter.gallaudet.edu>

LEAH. <http://loveathome.com/homeschool/>

National Association for the Deaf. www.nad.org

National Home Education Research Institute (a research
clearinghouse). www.nheri.org

National Homeschool Association - national homeschool association
<http://www.n-h-a.org/>

National Technical Institute for the Deaf under
Rochester Institute of Technology. www.rit.edu/NTID

School is Dead; Learn is Freedom! (lists college).
www.learninfreedom.org

Study Materials - A to Z Home's Cool Homeschooling - Assistance and
resources for locating study materials and curriculum for your homeschool.
<http://www.gomilpitas.com/homeschooling/materials/Materials.htm>

www.geocities.com/athens/oracle/4336/

APPENDIX G: Other Resources

Home-Education Periodicals (has informative and helpful readings/references on initiating homeschooling):



Arts Resources For the deaf and hard of hearing community
<http://www.artslynx.org/heal/deaf.htm>

Deaf Magazine - <http://www.deaf-magazine.org/dm4.html>

Deaf Millennium Network - Deaf Organizations/National Organizations for the Deaf and Hard 'of Hearing around the world.
<http://sites.deafmillennium.net/organization.html>

DeafWeb Washington: Newsletters, Publications, and Entertainment for Deaf and Hard of Hearing - <http://www.deafweb.org/newsletr.htm>

Gallaudet University - Deaf Connection: USA Schools for the Deaf & Hard of Hearing - Elementary, Middle, and High Schools for Deaf Students in the United States Deaf Sites - International Deaf Sites
http://www.gallaudet.edu/deafconnection_usaschool.htm

Home Education (a home-schooling magazine). www.home-ed-magazine.com

P.M. Lines, "When Homeschoolers Go to School: A Partnership Between Families and Schools." *Peabody Journal of Education* 75, nos. 1, 2 (2000): 159-186.

Support Groups (locating organizations will assist your family on homeschooling and can request if additional curriculum resource recommendations are available):



Alliance for Parental Involvement in Education
PO Box 59
East Chatham, NY 12060-0059

Home Education League of Parents
3208 Cahuenga Boulevard West
Suite 131
Los Angeles, CA 90068
(800) 582-9061

LEAH
Syracuse, NY
(315) 363-3877
www.leah.org

National Challenged Homeschoolers' Association
Tom and Sherry Bushnell
5383 Alpine Road SE
Olalla, WA 98359
(206) 857-4257

State Education Department (write or call government agency to obtain their legal requirements or instructions for homeschooling):

New York
State Education Department
Room 471-EBA
Albany, NY 12234
(518) 474-3879

Curriculum Resources/Guidelines (these will assist you to get initiated in searching materials for your deaf children and possibly have additional curriculum resource recommendations):

Association for Supervision and Curriculum Development.
www.ascd.org

Cuisenaire Company of America
10 Bank St.
White Plains, NY 10602-5026
(800) 237-3142
(800) 551-RODS

The Homeschooler's Guide to Portfolio and Transitioning By Henor
(ISBN 0-02-863738-0)

The Homeschooling Handbook Revised Second Edition By M. Griffith

The Ultimate Guide to Homeschooling by D. Bell

APPENDIX H: Local and National Deaf Organizations/Events (of and for the Deaf)

Deaf Events - Events in the Deaf Community - Where to Have Some Fun in California and throughout the U.S. (and occasionally around the world)! A Service of DeafMall.net DeafMall.net Sources Complete SCRAD-LA Dec. <http://www.deafmall.net/events/>

SHHH Rochester, NY - Self Help for Hard of Hearing Rochester, NY SHHH News Home Signs of Hearing Loss SHHH Programs Upcoming Events Outreach Education Advocacy Keys to Living With Hearing Loss Assistive Listening Device <http://www.shhh-rochester-ny.org/links.htm>

APPENDIX I: Books on Deafness for Children

Cindy's Homepage on ASL and Deaf Culture: Books - Lane, Harlan L. When the Mind Hears. New York: Vintage Books, 1989. Lane, Harlan; Hoffmeister, R.; and Behan, Ben. A Journey into the Deaf-World. San Diego, CA: Dawn Sign Press, 1996. Lane, Harlan L.
<http://www.aslinfo.com/books2.html>

Deafbase: Organizations Organizations of all kinds serving Deaf and Hard of Hearing population -
<http://www.deafbase.com/organizations/index5.shtml>

Helpful Books Resources for Parents of Children Who are Deaf or Hard of Hearing - from the National Deaf Education Network and Clearinghouse Helpful Books Resources for Parents of Children Who are Deaf or Hard of Hearing All parents face challenges in raising children.
<http://clerccenter.gallaudet.edu/InfoToGo/563.html>

These are what you, as a parent of deaf children, can search for information about deafness, homeschooling issues, and other crucial issues. However, you can link this website or any search engine if you want to obtain more information on these issues. Just type in the field box and you will get many websites or resources about deafness.

<http://www.lycos.com/srch>

<http://search.yahoo.com/search/options>

<http://www.google.com/search>

Other search engines are altavista, askjeeves, goto, looksmart, etc.